

# **CHILD CARE GUIDANCE, MANAGEMENT AND SERVICES**

## **Curriculum Content Frameworks**

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# Curriculum Content Framework

## CHILD CARE GUIDANCE, MANAGEMENT AND SERVICES

**Grade Levels:** 9, 10, 11, 12  
**Course Code:** 493010

**Prerequisites:**

Course Descriptions: Experiences in this course are designed to provide students with information and experiences in the occupational field of childcare and guidance management and services. Employment opportunities include childcare and guidance, foster care/family day care, and teacher assistants. Emphasis in this course is given to development of competencies related to employability, understanding the child-care profession, child development, health and safety of children, guiding children's behavior, caring for children with special needs and problems, planning management of a child-care program, planning and management of a child-care facility, and the effect of technology in child care and guidance management and services. Upon completion of the course, a student should have gained entry-level skills in child care and guidance management and services, have identified areas of special interest that may be further pursued, have a better understanding of children and their development, know what to look for when seeking child-care services, and have enhanced employability skills which will be of benefit regardless of the occupation or career in which employed.

### Table of Content

	Page
Unit 1: Planning and Management of a Child-Care Program .....	3
Unit 2: Child Development .....	19
Unit 3: Guiding Children's Behavior .....	24
Unit 4: Health and Safety .....	32
Unit 5: Caring for Children with Special Needs .....	4848
Unit 6: The Child Care Facility .....	51
Unit 7: Pre-Employment Laboratory Experience .....	58
Unit 8: Employability Skills .....	63

# Unit 1: Planning and Management of a Child-Care Program

## 15 Hours

Terminology: assistant teacher, Au Pair, caregiver, center director, child care aide, child care center, child care services, comprehensive care, corporate child care, crisis center nursery curriculum, custodial care, developmentally appropriate, directed learning experiences, evaluation, family home child care, family home children, flow chart, franchised child care center, goals, Head Start, indirect learning experiences, lesson plan, Montessori, Maria, Montessori school, nanny, nurturing, objectives, parent cooperative, personnel, policy, primary caregiver, processed-centered approach, program goals, school-age child-care programs, unit plans, volunteer

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Match terms related to planning and management of a child-care program		Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6]
			Writing	Applies /Uses technical words and concepts [1.6.4]
1.2 List reasons child-care services are needed	1.2.1 List social and economic changes that have influenced child care services	Foundation	Reading	Draws conclusion from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Communication thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationships between two or more ideas, objects, or situations [4.5.5]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.3 Name characteristics of an effective caregiver		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Writes appropriate entries [1.6.22]
		Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]  Describes/explains significance of integrity, honesty, and work ethics [3.2.4]
1.4 List ways children's needs are met by a child-care worker	1.4.1 Create developmentally age appropriate activity	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]  Identifies characteristics desired by organization [3.3.6]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.5 Name characteristics of custodial development, and comprehensive child care		Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Knowing How to learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.6 Describe types of child-care programs	1.6.1 Prepare a research report on various child-care programs	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Uses standard occupational resource materials [1.3.22]
			Science	Describe/Explains scientific principles related to human maintenance/ management [1.4.14]
			Speaking	Participates in conversations, discussion, and group presentations [1.5.8]
			Writing	Prepares a complex document in a concise manner [1.6.12]
				Takes notes from various sources [1.6.18]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.7 Name features of a developmentally appropriate early childhood program	1.7.1 Explain N.A.E.Y.C. (National Association for Education of Young Children) guidelines for developmentally appropriate programs	Foundation	Reading	Uses standard occupation materials [1.3.22]
			Science	Describes/Explains scientific principals related to human maintenance/ management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Records data [1.6.16]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Identified characteristics desired by organization [3.3.6]
		Thinking	Reasoning	Extracts rules or principals from written information [4.5.4]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.8 List licensing requirements for child-care programs	1.8.1 Analyze licensing requirements for each program area at a child-care center	Foundation	Reading	Uses standards occupational resources materials [1.3.22]
	1.8.2 Review Arkansas Minimal requirement licensing book		Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
	1.8.3 Compare staff/ Child ratios		Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
	1.8.4 Discuss T.B. skin test and review CPR/ First Aid for infant and child			Records data [1.6.16]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]
		Thinking	Reasoning	Exacts rules or principles for written information [4.5.4]



<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.9 Explain legal issues in child care	1.9.1 Research procedures to follow to protect child-care worker from abuse accusation	Foundation	Reading	Uses standard occupational resource material [1.3.22]
			Science	Describes/Explains scientific principles related to Human maintenance/ management [1.4.14]
			Writing	Presents answers/conclusion in a clear and understandable form [1.6.13]
		Personal Management	Integrity/ Honesty/Work Ethics	Record data [1.6.16] Follows established rules, regulations, and policies [3.2.5]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.10 Discuss professional ethics in child-care	1.10.1 Identify professional ethic behaviors from various early childhood associations (NAEYC, SECA, AECA)	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Summaries written information [1.6.17]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.11 Describe home and child-care programs interactions	1.11.1 Explain importance of communication between teacher/caregiver and parents	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	1.11.2 Discuss ways caregivers can create and maintain effective teamwork between children, staff, parents, and community		Science	Describes/Explains scientific principles related to human maintenance/ management [4.1.4]
			Writing	Communicates thoughts, ideas, or facts in written forms in a clear, concise manner [1.6.6]
		Interpersonal	Teamwork	Comprehends ideas and concepts related to effective communication [2.6.1]  Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.12 Name goals of a quality child-care program	1.12.1 Research program policies for childcare programs	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]  Uses standards occupational resource materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Record Data [1.6.16]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]
			Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skill. [4.3.3]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.13 Describe management functions in a child-care programs	1.13.1 Research records that must be kept by a child-care center	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
	1.13.2 Research current procedures for hiring personnel			Uses standards occupational resources materials [1.3.22]
			Science	Describe/explains Scientifics principles related to human maintenance/ management [1.4.14]
			Writing	Records data [1.6.16]
		Interpersonal	Leadership	Comprehends ideas and concepts related to management [2.4.2]
		Personal management	Organizational Effectiveness	Adapted to the organization's goals, values, cultures, and traditional modes of operation [3.3.1]
				Comprehends the organization's modes of operation [3.3.5]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.14 State qualifications for and specific duties of an entry-level employee in childcare	1.14.1 Write a job description for an entry-level position in a childcare center	Foundation	Reading	Identifies relevant details, facts, and specifications[1.3.16]  Uses standards occupational resources materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Organizes information into a appropriate format [1.6.10]  Presents answers/conclusions in a clear and understandable form[1.6.13]
		Personal Management	Career Awareness Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.15 Develop a curriculum unit of study based on developmental appropriate needs	1.15.1 Develop a lesson plan and thematic unit of study	Foundation	Reading	Uses standards and occupational resources materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
			Organizational Effectiveness	Applies knowledge to implement work-related systems or practice [3.3.4]
				Comprehends the organization's modes of operation [3.3.5]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.16 Describe uses of observations and assessments in child-care programs	1.16.1 Compare assessment tools in childcare programs	Foundation	Reading	Uses standards and occupational resources materials [1.3.22]
	1.16.2 Observe children in different age groups		Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Organizational Effectiveness	Analyzes effectiveness of performance evaluation systems [3.3.2]  Comprehends the organization's modes of operation [3.3.5]
		Thinking	Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions[4.6.1]



CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.17 List community resources available to enrich child-care programs	1.17.1 Etiquette to observe when using resource person to visit classroom/center	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
	1.17.2 Demonstrates ways to invite resource people to visit classroom/center		Reading	Comprehends written specifications and applies them to a task [1.3.9]
				Determines what information is needed [1.3.10]
	1.17.3 Prepare introductions for resource persons		Science	Describes/explains scientific principles related to human maintenance/ management [1.4.14]
	1.17.4 Write sample thank-you letters to resource persons who have visited classroom/center		Speaking	Speaks effectively using appropriate eye contact, gestures, and posture [1.5.11]
		Writing	Organizes information into an appropriate format [1.6.10]	
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.18 Explain computer use in child-care program	1.18.1 Analyze computerized childcare software management programs	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
	1.18.2 Compile list of quality instructional software			Determines what information is needed [1.3.10]
	1.18.3 Demonstrate Internet safety guidelines		Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]
		Personal Management	Writing	Takes notes from various sources [1.6.18]
			Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
			Organizational Effectiveness	Adapts to the organization's modes of operations [3.3.5]

## Unit 2: Child Development

### 15 Hours

Terminology: classification, cooperative play, development, developmental tasks, growth, hand-eye coordination, maturation, motor development, object permanence, parallel play, personality, reversibility, self concept, seriation, solitary play, spatial, stage

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Match the terms to child development		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
2.2 State basic needs of children	2.2.1 Examine Maslow's theory of basic needs	Foundation	Reading	Comprehension written information for main ideas [1.37]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Writes appropriate entries [1.6.22]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.3 Match four basic areas of child development with correct definitions	2.3.1 Match stages of developmental areas for infants, toddlers, preschoolers, and school age children with correct age ranges	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideals and concepts related to progression [1.1.13]
	2.3.2 Analyze emotional and social actions of young children		Reading	Applies information and concepts derived from printed materials [1.3.3]
	2.3.3 Research ways goals of socialization differ from culture to culture			Comprehends written information and applies it to a task [1.3.8]
				Draws conclusions from what is read [1.3.12]
			Science	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Describes/Explains scientific principles related to human development [1.4.14]
				Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Applies/Uses technical works and concepts [1.6.4]
				Presents answers/conclusions in a clear and understandable form [1.6.13]
				Presents own opinion in written form in a clear, concise manner [1.6.14]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.3 (Cont'd)		Interpersonal  Thinking	Cultural Diversity  Knowing How to Learn  Problem Solving	Takes notes from various sources [1.6.18]  Writes appropriate entries [1.6.22]  Respects others' personal values, cultures, and traditions [2.2.4]  Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]  Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.4]
2.4 Explain relationship between self-concept and a child's physical, emotional, social, and intellectual development	2.4.1 Plan ways to help children develop positive self-concepts  2.4.2 Plan strategies to help children cope with a developmental difference  2.4.3 Develop guidelines for helping children acquire self-help skills	Foundation	Reading   Science  Writing	Comprehends written information and applies it to a task [1.3.8]  Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]  Describes/Explains scientific principles related to human development [1.4.14]  Organizes information into an appropriate format [1.6.10]  Presents answers/conclusions in a clear and understandable form [1.6.13]  Takes notes from various sources [1.6.18]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.4 (Cont'd)		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Personal Management	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
2.5 Distinguish gross and fine motor development		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
2.6 Describe relationship of play to child development	2.6.1 Describe developmentally appropriate play materials for children in each stage of development	Foundation	Arithmetic/Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human development [ 1.4.14]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.6 (Cont'd)		Thinking	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Knowing How to Learn	Locates appropriate learning resources to acquire to improve knowledge and skills [4.3.3]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
2.7 Describe developmentally appropriate activities for children in each stage of development	2.7.1 Use N.A.E.Y.C. guides to plan developmentally appropriate activities of children	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
			Reading	Uses standard occupational resource materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]
			Reasoning	Extracts rules or principles from written information [4.5.4]

## Unit 3: Guiding Children's Behavior

### 10 Hours

Terminology: behavior disorder, behavioral stress, communication, conflict, consistent, cope, discipline, environment, frustration, guidance, negativism, permissive, prejudice, punishment, role model, stereotype, 40 values

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Match terms related to guiding children's behavior		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 State methods of communicating effectively with children		Foundation	Reading	Draws conclusions form what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written forming a clear, concise manner [1.6.6]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]



CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.3 Explain ways children learn behavior	3.3.1 Analyze the relationship between environment and behavior	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]  Draws conclusions form what is read [1.3.12]
	3.3.2 Analyze the influence of values on behavior		Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]  Writes appropriate entries [1.6.22]
	Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire to improve knowledge and skills [4.3.3]	
		Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.4]	

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.4 List goals for guiding children		Foundation	Reading	Draws conclusions form what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance /management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Problem Solving	Sees relationship between two or more ideas, objects, or situations [4.5.5]
3.5 Discuss developmentally appropriate methods for guiding children in each stage of development		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
			Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.6 State guidelines for establishing developmentally appropriate rules for children's behavior		Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Records data [1.6.16]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Reasoning	Extracts rules or principles from written information [4.5.4]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.7 Describe techniques for encouraging positive behavior	3.7.1 Analyze techniques for guiding children’s behavior	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
	3.7.2 Explain ways to help children cope with emotions		Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.13]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]  Summarizes written information [1.6.17]
			Personal Management	Integrity/ Honesty/ Work Ethic
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
3.8 Discuss techniques to help children avoid stereotyped and prejudiced behavior		Foundation	Listening	Comprehends ideas and concepts related to stereotyping [1.2.1]
			Reading	Distinguish between fact and opinion [1.3.11]  Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.8 (Cont'd)		Interpersonal Skills	Cultural Diversity	Comprehends ideas and concepts related to stereotyping and prejudiced behavior [2.2.1]  Discusses contributions and innovations made by women and/or minority groups [2.2.2]
		Thinking Skills	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
3.9 Explain ways to guide children with behavior disorders	3.9.1 Prepare a checklist of characteristics indicative of children with behavior disorders	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.10 Name resource persons that provide assistance to families of children with behavior disorders	3.10.1 Determine ways to cope with behavioral stress	Foundation	Reading	Determines what information is needed [1.3.10]
		Thinking	Writing Knowing How to Learn	Records data [1.6.16] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
3.11 List periods of behavioral stress common in child-care situations		Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14] Records data [1.6.16]
		Personal Management	Integrity/Honesty/Work Ethic	Chooses ethical course of action [3.2.1]
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
			Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4] Identifies possible reasons for problem [4.4.6]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.12 Name coping strategies for conflicts between children		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

## Unit 4: Health and Safety

### 15 Hours

Terminology: administrator, body temperature, communicable diseases, contagious, convulsion, dilated, disposition, dosage, evacuation plan, fatigue, first aid, health, health record, hygiene, immunization, inflammation, isolation, lethargic, liabilities, medication, menu, monitor, nausea, nutrition, precautions, ventilation, wellness

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Match terms related to health and safety		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/uses technical words and concepts [1.6.4]



CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.2 Chart characteristics of a healthy child	4.2.1 Describe procedure for health inspection of children in a child-care program	Foundation	Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]  Uses standard occupational resource materials [1.3.22]
			Science	Records data-related to health [1.4.22]
			Writing	Organizes information into an appropriate format [1.6.10]  Records data [1.6.16]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]
				Comprehends the organization's modes of operation [3.3.5]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.3 Name factors which contribute to wellness in children		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Records data-related to health [1.4.22]
			Reading	Organizes information into an appropriate format [1.6.10]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.4 List guidelines for planning nutritious meals and snacks in a child-care program from the Child Care Nutrition Program Guides	4.4.1 Evaluate menus for a child-care program using Child Care Nutrition Program guidelines	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Science	Records data-related to nutrition [1.4.22]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management		Records data [1.6.16]
			Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]
				Comprehends the organization's modes of operation [3.3.5]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.5 Discuss safety and sanitation procedures for food preparation and service in a child-care program	4.5.1 Demonstrate correct technique for washing hands before handling food	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Uses standard occupational resource materials [1.3.22]
			Science	Applies knowledge to complete a practical task [1.4.3]  Describes/Explains scientific principles related to sanitation [1.4.14]  Observes health code/sanitation requirements [1.4.19]
			Writing	Records data [1.6.16]
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
		Personal Management	Integrity/ Honesty/ Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.6 State guidelines for providing a safe environment in a child-care center	4.6.1 Evaluate safety of a child-care facility	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
	4.6.2 Design a procedure plan and drill schedule for hazardous weather			Listens for content [1.2.3]
	4.6.3 Plan a fire drill for a child-care facility			Listens to follow directions [1.2.6]
	4.6.4 Demonstrate use of fire extinguisher and alarm system		Reading	Analyzes and applies what has been read to specific task [1.3.2]
				Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
				Uses standard occupational resource materials [1.3.22]
			Science	Follows safety guidelines [1.4.16]
				Observes health code/sanitation requirements [1.4.19]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
				Organizes information into an appropriate format [1.6.10]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.6 (Cont'd)		Interpersonal	Coaching	Records data [1.6.16]
			Teamwork	Helps others learn new skills [2.1.3]
				Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]
			Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]
				Comprehends the organization's modes of operation [3.3.5]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.7 Name symptoms of an ill child	4.7.1 Demonstrate procedure for taking a child's temperature	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]  Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Science	Observes health code/sanitation requirements [1.4.19]
			Writing	Records data-related to illness[1.4.22]
				Summarizes written information [1.6.17]  Takes notes from various sources [1.6.18]
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
		Personal Management	Integrity/ Honesty/ Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.8 State guidelines for caring for a sick or injured child	4.8.1 Explain procedures for administering medication	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
	4.8.2 Plan a procedure for isolating a sick child			Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
	4.8.3 Research procedures for caring for critically ill children			Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to [1.4.14]
				Follows safety guidelines [1.4.16]
				Observes health code/sanitation requirements [1.4.19]
			Writing	Records data-related to illness[1.4.22]
				Adapts notes to a proper form [1.6.1]
				Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
				Organizes information into an appropriate format [1.6.10]
				Records data [1.6.16]
				Takes notes from various sources [1.6.18]



<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.8 (Cont'd)		Personal Management	Integrity/ Honesty/ Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]  Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]  Comprehends the organization's modes of operation [3.3.5]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge		Application	Skill Group	Skill	Description	
4.9 State emergency first-aid procedures	4.9.1	Demonstrate emergency first-aid procedures	Foundation	Listening	Listens to follow directions [1.2.6]  Receives and interprets verbal messages [1.2.8]	
	4.9.2	Plan items needed in a first-aid kit		Reading	Applies information and concepts derived from printed materials [1.3.3]  Applies/Understands technical words that pertain to subject [1.3.6]  Identifies relevant details, facts, and specifications [1.3.16]	
					Science	Describes/Explains scientific principles related to [1.4.14]  Follows safety guidelines [1.4.16]  Observes health code/sanitation requirements [1.4.19]
						Speaking
			Interpersonal	Coaching	Helps others learn new skills [2.1.3]	
			Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]	
			Thinking	Decision Making	Accepts responsibility for decision [4.2.1]  Evaluates information/data to make best decision [4.2.5]	

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.10 Explain sanitation procedures to follow in child-care facility	4.10.1 Demonstrate sanitary procedures to be used in child-care facility	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information and applies it to a task [1.3.8]  Uses standard occupational resource materials [1.3.22]
			Science	Describes/Explains scientific principles related to [1.4.14]  Observes health code/sanitation requirements [1.4.19]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
		Personal Management	Integrity/ Honesty/ Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.11 List information needed on health record form for child-care program	4.11.1 Develop sample health record form for child-care program	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Science	Applies knowledge to complete a practical task [1.4.3]  Records data-related to health [1.4.22]
			Writing	Organizes information into an appropriate format [1.6.10]  Records data [1.6.16]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
4.12 State symptoms of specific childhood diseases		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human diseases[1.4.14]
			Writing	Uses technical words and symbols [1.6.20]
				Writes appropriate entries [1.6.22]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.13 Discuss immunizations	4.13.1 Match immunizations to ages when each should be administered	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
	4.13.2 Explain technique for caring for child after immunization		Listening	Listens for content [1.2.3]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
				Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to health[1.4.14]
				Observes health code/sanitation requirements [1.4.19]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
				Presents answers/conclusions in a clear and understandable form [1.6.13]
				Records data [1.6.16]
		Uses technical words and symbols [1.6.20]		

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.13 (Cont'd)		Personal Management	Integrity/ Honesty/ Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
4.14 Name safety guidelines for field trips	4.14.1 List guidelines for transporting children to and from a child-care facility	Foundation	Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
	4.14.2 Examine licensing regulation to determine rules for transporting children			Uses standard occupational resource materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
			Records data [1.6.16]	
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.15 Discuss liability for health and safety of children in a child-care program		Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Applies information to job performance [1.3.4]  Uses standard occupational resource materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Adapts notes to a proper form [1.6.1]  Takes notes from various sources [1.6.18]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

## Unit 5: Caring for Children with Special Needs

### 10 Hours

Terminology: abandonment, child abuse, child neglect, disabled, fondling, genitals, gifted child, hyperactive, immersion, incest, inclusion, mental abuse, phobia, physical abuse, self esteem, special needs population

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Match terms related to caring for children with special needs		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/uses technical words and concepts [1.6.4]
5.2 Describe children with special needs		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Records data [1.6.16]



CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.3 Name responsibilities of a child-care facility to children with special needs	5.3.1 State basic guidelines for working with children with special needs	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
	5.3.2 Explain the use of inclusion in early childhood education	Foundation	Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
5.4 Explain federal legislation relative to children with special needs		Foundation	Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Writing	Communicates thoughts, ideas, or facts in written form in clear, concise manner [1.6.6]
			Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.5 List signs of child abuse and neglect	5.5.1 Explain responsibilities for reporting child abuse and neglect to appropriate agencies	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
	5.5.2 Evaluate documentation and reporting procedures for child abuse and neglect		Science	Records data related to abuse and neglect [1.4.22]
			Writing	Records data [1.6.16]
5.6 Name crises that impact children	5.6.1 Develop strategies for helping children cope with crises	Foundation	Listening	Listens for content [1.2.3]
	5.6.2 Evaluate agencies which provide assistance to children in crises situations		Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.6.6]
			Thinking	Problem Solving

## Unit 6: The Child Care Facility

### 15 Hours

Terminology: age appropriate, conducive, large motor skills, learning center, movable equipment, noisy area, non-movable equipment, physical space, quiet area, resilient, small motor skills, versatile

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Match terms related to the child-care facility		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
6.2 List specifications for a Child-care facility		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]  Use standard occupational resource materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge		Application	Skill Group	Skill	Description	
6.3 Name physical space needs for a child-care facility	6.3.1	Analyze physical space for a child-care facility	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	6.3.2	Evaluate strategies for meeting the needs of children in a child-care program				Identifies relevant details, facts, and specifications [1.3.16]
						Uses standard occupational resource materials [1.3.22]
				Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]	
				Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
				Records data [1.6.16]		
			Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]	
				Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]	
					Identifies characteristics desired by organization [3.3.6]	
			Thinking	Decision Making	Demonstrates decision-making skills [4.2.4]	

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.4 List basic indoor and outdoor equipment and space requirements needed for a child-care facility (information found in the Minimal Licensing Requirement Handbook)		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]  Uses standard occupational resource materials [1.3.22]
		Personal Management	Writing	Records data [1.6.16]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]  Identifies characteristics desired by organization [3.3.6]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.5 Name age appropriate indoor and outdoor equipment and furnishings for a child-care facility	6.5.1 Plan equipment and Furnishings for a child-care facility	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]  Uses standard occupational resource materials [1.3.22]
			Writing	Organizes information into an appropriate format [1.6.10]  Records data [1.6.15]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]  Identifies characteristics desired by organization [3.3.6]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.6 Chart learning centers with characteristics of each	6.6.1 Plan learning centers for a child-care classroom	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]  Uses standard occupational resource materials [1.3.22]
			Writing	Organizes information into an appropriate format [1.6.10]  Records data [1.6.16]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]  Identifies characteristics desired by organization [3.3.6]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Seeing Things in The Minds Eye	Visualizes a finished product [4.6.4]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.7 List age appropriate equipment for learning centers		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Uses standard occupational resource materials [1.3.22]
		Personal Management	Organizational Effectiveness	Records data [1.6.16]
				Applies knowledge to implement work-related system or practice [3.3.4]
				Identifies characteristics desired by organization [3.3.6]



CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.8 Discuss guidelines for selection, care, safety, and maintenance of equipment	6.8.1 Use the Child Care Licensing Handbook to compile a list of playground regulations	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]  Uses standard occupational resource materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Adapts notes to a proper form [1.6.1]  Records data [1.6.16]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethics	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]  Identifies characteristics desired by organization [3.3.6]

## Unit 7: Pre-Employment Laboratory Experience

### 28 Hours

Terminology: anecdotal record, cultural diversity, frequency count, laboratory, objective observation, observation, proficiency, responsibility, running record, subjective observation

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 Name terms related to pre-employment laboratory experience		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical works and concepts [1.6.4]
7.2 List responsibilities in a pre-employment laboratory experience	7.2.1 Develop a rotation plan for lab responsibilities	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
	7.2.2 Determine routines and procedures to be used in the child development lab		Science	Describe/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethics	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Comprehend the organization's modes of operation [3.3.5]
		Thinking	Seeing things in the Mind's Eye	Visualizes a finished product [4.6.4]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.3 Explain reasons for observations and assessments in child-care programs	7.3.1 Name observation and assessment techniques for child-care programs	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]  Comprehend the organization's modes of operation [3.3.5]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do				ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application		Skill Group	Skill	Description
7.4	State guidelines for developmentally appropriate curriculum for a child-care program	7.4.1	Develop lesson plans for children in different age groups	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to age-appropriate curriculum [1.1.13]
					Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
					Science	Describes/Explains scientific principles related to human development [1.4.14]
					Writing	Organizes information into an appropriate format [1.6.10]
					Writes logical and understandable sentences [1.6.23]	
				Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
				Personal Management	Integrity/ Honesty/ Work Ethics	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]		

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.5 Describe age appropriate activities for learning centers	7.5.1 Plan learning center activities	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to age-appropriate curriculum [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]  Writes logical and understandable sentences [1.6.23]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Integrity/ Honesty/ Work Ethics	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.6 Discuss teaching strategies for child-care programs	7.6.1 Perform teaching assignments in a child-care program	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Uses standard occupational resource materials [1.3.22]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Adapts notes to a proper form [1.6.1]  Takes notes from various sources [1.6.18]
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
			Leadership	Directs individuals in the performance of a specific task [2.4.5]
			Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]  Keeps one's word when it is given [3.2.6]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

## Unit 8: Employability Skills 12 Hours

**Terminology:** applicant, aptitudes, basic skills, benefits, career, employee, employer, employment, Employment Security Division, fringe benefits, interview, job application, job description, letter of application, on the job training, payroll deductions, references, resume, salary, skills, transcript, work experience

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 Match terms related to employability skills		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
8.2 Designate characteristics of capable employers and employees in the field of child care		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]
		Personal Management	Career Awareness, Development, And Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
			Organizational Effectiveness	Describes desirable worker characteristics [3.2.3]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.3 Name rights and responsibilities of child-care employees	8.3.1 Describe fingerprinting and Central Registry requirements for employees	Foundation	Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]  Uses standard occupational resource materials [1.3.22]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Takes notes from various sources [1.6.18]
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Knowing How To Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]



<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.4 List job opportunities in the area of child care	8.4.1 Research job opportunities for child care in the local area	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
		Personal Management	Writing  Career Awareness, Development, and Mobility	Records data [1.6.16]  Develops skills to locate, evaluate, and interpret career information [3.1.4]  Explores career opportunities [3.1.6]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.5 Explain education and training required for occupations related to child care	8.5.1 Examine child-care courses in a planned program of study for a AA degree and a baccalaureate degree in early childhood education	Foundation	Reading	Adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1]  Uses standard occupational resource materials [1.3.22]
	8.5.2 Examine Child Development Associate credentialing		Writing	Adapts notes to a proper form [1.6.1]  Records data [1.6.16]
	8.5.3 Research areas that offer post-secondary training			Takes notes from various sources [1.6.18]
		Personal Management	Career Awareness	Develops skills to locate, evaluate, and interpret career information [3.1.4]  Explores career opportunities [3.1.6]  Identifies education and training needed to achieve goals [3.1.8]
			Organizational Effectiveness	Analyzes mission statement, work objectives, and implementation plans [3.3.3]
			Thinking	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.5 (Cont'd)			Reasoning	Extracts rules or principles from written information [4.5.4]
8.6 List sources of information concerning job openings	8.6.1 Research services offered by the Employment Security Division and private employment agencies	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]  Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Writing	Adapts notes to a proper form [1.6.1]  Takes notes from various sources [1.6.18]
		Personal Management	Career Awareness, Development and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.7 State guidelines for preparing a resume	8.7.1 Develop a resume	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
8.8 Name guidelines for preparing a letter of application	8.8.1 Write a letter of application	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Organizes information into an appropriate format [1.6.10]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.9 State guidelines for completing a job application form	8.9.1 Complete a job application form	Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]  Follows written directions [1.3.13]
			Writing	Completes form accurately [1.6.7]  Writes logical and understandable sentences [1.6.23]  Writes/prints legibly [1.6.24]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
8.10 Name guidelines for appropriate grooming and dress during job interviews		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Summarizes written information [1.6.17]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.11 Designate acceptable behavior before, during, and following a job interview		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Summarizes written information [1.6.17]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
8.12 Name factors to consider before accepting a job offer	8.12.1 Describe procedure for accepting or rejecting a job offer	Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Comprehends written information for main ideas [1.3.7]
				Follows written directions [1.3.13]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]
				Identifies continuing changes in male/female roles at home and work [3.1.7]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.13 Explain procedure for figuring hours and wages	8.13.1 Figure hours and wages for a specific job	Foundation	Arithmetic/ Mathematics	Applies computation skills to figure hours and wages [1.1.5]
	8.13.2 Discuss fringe benefits		Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Writing	Organizes information into an appropriate format [1.6.10] Presents answers/conclusions in a clear and understandable form [1.6.13]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
			Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

Unit 1  
Planning and Management of a Child Care Program

1. Assistant Teacher - a person who has some child care training and assists the teacher in a child care program.
2. Au Pair - a person from a foreign country who lives with a family and provides child care in exchange for room, board, and transportation.
3. Caregiver - a person that provides care for and meets the needs of someone else.
4. Center Director - a person educated in early childhood education with responsibilities of planning curriculum, hiring and supervising staff, managing the budget, and marketing the program.
5. Child Care Aide - a person who has little child care training and who assists the teacher in a child care center.
6. Child Care Center - full-day child care facilities that focus on the child's basic nutritional, social, emotional, and physical needs.
7. Child Care Services - care provided by persons for children whose parents are not available during working hours.
8. Comprehensive Care - the care provided for children that meets the basic physical needs and had the added enrichments that meet the intellectual needs of a child.
9. Corporate Child Care - care provided by an employer either on site or close to the parent's workplace.
10. Crisis Center Nursery - child care facilities where troubled parents can leave their children for a short time.
11. Curriculum - a prescribed study of materials offered in a child care facility.
12. Custodial Care - type of child care that focuses primarily on meeting the child's physical needs.
13. Developmentally Appropriate - tasks that are suitable to a child given his/her age and interests.
14. Directed Learning Experiences - learning experiences that are planned with a specific goal in mind.
15. Evaluation - a judgment about something. A critique of a person, project, activity, decision, or event.
16. Family Home Child Care - child care provided for children ranging in age from six weeks to 12 years by a caregiver in his or her home.
17. Family Home Children - a home in which an adult provides care for other children, while also caring for his or her own children.



18. Flow Chart - a drawn chart that outlines major concepts related to a theme of study.
19. Franchised Child Care Center - child care centers associated with a company. They may be owned by the company or a local owner may have purchased the right to be in the company's franchise.
20. Goals - something a person wants to have or to achieve, and is willing to work for.
21. Head Start - a program developed by the federal government to strengthen the academic skills of children from low-income homes, and designed for the social, emotional, physical, and intellectual needs of four- and five-year olds.
22. Indirect Learning Experiences - learning experiences that occur on the spur of the moment.
23. Lesson Plan - a written plan outlining specific actions and activities that will be used to meet goals of learning.
24. Montessori, Maria - Italian educator whose theory states children learn best through their senses pursuing their own interests at their own rate.
25. Montessori School - a school providing children freedom within limits by a rather structured approach, and a fixed method in which materials are presented.
26. Nanny - a child care worker who usually provides care in the child's home.
27. Nurturing - providing love, support, attention, and encouragement.
28. Objectives - descriptions of expected outcomes of an activity. Used to plan teaching strategies.
29. Parent Cooperative- child care programs that are formed and run by parents who wish to take part in their children's preschool experience.
30. Personnel - persons who work for an employer, company or agency.
31. Policy - a course of action that controls future decisions and procedures.
32. Primary Caregiver - the person that will provide the most care and spend the most time with a child or another person.
33. Processed-Centered Approach - learning is seen as a constant process of exploring and questioning the environment with a hands-on curriculum.
34. Program Goals - broad statements of purpose that reflect the end result of education. They state what is important.

- 35. School-Age Child-Care Programs - programs often sponsored by schools, churches, or child care centers that provide care for children before and/or after school.
- 36. Unit Plans - a curriculum format for child care that revolves around curriculum themes that reflect the children's interests.
- 37. Volunteer - to willingly agree to perform a task or service to others without pay. Someone who agrees to perform such tasks or services.

## Unit 2

### Child Development

1. Classification - the process of mentally grouping objects or ideas into categories or groups based on some unique feature.
2. Cooperative Play - activity in which children actually play with one another.
3. Development - to go through a natural process of growth.
4. Developmental Tasks - one of the skills that children learn at different stages of development. These tasks include physical, mental, social, emotional, and moral skills.
5. Growth - a stage in the process of growing.
6. Hand-eye Coordination - the ability to move hands and fingers precisely in relation to what is seen.
7. Maturation - sequence of biological changes in a child giving the child new abilities.
8. Motor Development - process of acquiring the standards of behavior considered acceptable by a society.
9. Object Permanence - the concept in which an infant learns that people or things exist even when they are gone from sight.
10. Parallel Play - activity in which children play side by side without interacting.
11. Personality - the characteristics that make a person unique.
12. Reversibility - capable of going backward or forward through a series of actions or changes.
13. Self Concept - the mental picture people have of themselves; their opinion about themselves.
14. Seriation - the ability to arrange items in an increasing or decreasing order based on weight, volume, number, or size. Grouping by a common property.
15. Solitary Play - play that is independent and exploratory in nature.
16. Spatial - relating to space.
17. Stage - a period or step in a process, activity or development of a person's life.

### Unit 3

#### Guiding Children's Behavior

1. Behavior Disorder - refers to any visible activities done by a child that are inappropriate in action.
2. Behavioral Stress - unusual actions provoked from tension and strain caused by problems, pressures, fears or unsettling changes.
3. Communication - process of sending and receiving messages to share thoughts and feelings.
4. Conflict - any struggle, disagreement, or fight.
5. Consistent - repeatedly acting the same way.
6. Cope - to use acceptable techniques to overcome difficulties, to solve a problem or adapt to a situation.
7. Discipline - training that corrects, molds, and perfects ones actions.
8. Environment - a person's surroundings and everything in them, including both human and non-human factors.
9. Frustration - feelings of defeat or discouragement that cause feelings of tension.
10. Guidance - help in learning acceptable behavior.
11. Negativism - the act of being negative, lacking a positive outlook, doing the opposite of what others want.
12. Permissive - a type of behavior allowing freedom, behavior that is tolerant of practices disapproved of by others.
13. Punishment - a penalty inflicted on a child for a violation.
14. Role Model - a person that someone admires and wishes to pattern his or her behavior after.
15. Values - ideas about right and wrong and what is important in your life.

## Unit 4 Health and Safety

1. Administrator- someone that will manage or direct others to carry out tasks.
2. Body Temperature - the degree of temperature of the body under conditions of absolute rest.
3. Communicable Diseases - illnesses that are easily passed from one person to another.
4. Contagious - the ability to be spread from one person to another. The period during which a communicable disease can be spread to another person.
5. Convulsion - a seizure or a period of unconsciousness with uncontrolled jerking of muscles.
6. Dilated Eye Exam - an exam in which the pupil is made larger or wider to allow a better view into the eye.
7. Disposition - a tendency either physical or mental to develop a certain trait, disease, or characteristic.
8. Dosage - the determination and regulation of the size, frequency and number of doses to be administered at one time.
9. Evacuation Plan - a plan to withdraw or remove people from an area of danger.
10. Fatigue - a tired feeling that lowers one's level of activity.
11. First Aid- on the spot treatment of injuries until medical help arrives.
12. Health - combined state of physical, mental, and social well being.
13. Health Record - a record of your past health history.
14. Hygiene - practices that promote good health and prevention of disease, such as cleanliness and maintenance of skin, hair and nails.
15. Immunization - to protect a person from disease, usually by means of a vaccine.
16. Inflammation - a condition of some part of the body that is a reaction to injury, infection, or irritation and is characterized by redness, pain, heat, swelling and loss of function.
17. Isolation - being separated from other people.
18. Lethargic - the condition of indifference, or abnormal drowsiness or sluggishness.

- 19. Liabilities - the legal responsibilities for another person's financial costs due to a loss or injury.
- 20. Medication - substance for curing or healing or for relieving pain.
- 21. Menu - the food choices offered at each meal.
- 22. Monitor - to oversee a process or a group. A person who oversees, or who gives warnings, cautions or advice.
- 23. Nausea - a feeling of sickness at the stomach with an impulse to vomit.
- 24. Nutrition - the study of nutrients and how they are used to by the body.
- 25. Precautions - the care taken beforehand against possible danger or failure.
- 26. Ventilation - the process of supplying a house or facility continuously with fresh air. The process which withdraws foul air as by means of an exhaust fan.
- 27. Wellness – the process of acquiring and maintaining physical, mental, emotional, and social health.

Unit 5  
Caring for Children with Special Needs

1. Abandonment - to leave somebody or something behind. To cause others to care for someone, especially meant to be a personal responsibility.
2. Child Abuse - physical, emotional, or sexual violence against children.
3. Child Neglect - failure to meet the child's physical or emotional needs.
4. Disabled - unable to perform certain physical, mental, and/or emotional tasks.
5. Fondling - to stroke lovingly or to handle or touch something or somebody gently in a lovingly affectionate way.
6. Genitals - pertaining to the various external organs concerned with reproduction.
7. Gifted Child - children with unusual intelligence, special artistic talents, and/or the ability to understand relationships and abstract ideas.
8. Hyperactive - being overly and uncontrollably active.
9. Immersion - the placing of something into water or other liquid so that it is completely covered.
10. Incest - sexual intercourse between members of the same family who are so closely related as to be legally prohibited from marrying one another.
11. Inclusion - a term for enrolling special needs children into all areas of the curriculum.
12. Mental Abuse - placing unreasonable, unrealistic or excessive demands on someone, then verbally reducing their self esteem for not following through or doing what is demanded.
13. Phobia - an extreme fear that causes a person to limit normal functioning to avoid the fear.
14. Physical Abuse - one or more episodes of aggressive behavior, usually resulting in physical injury or scaring with possible damage to internal organs or external body of another person.
15. Self Esteem - the sense of worth a person attaches to oneself.
16. Special Needs Population - a group of people identified as needing assistance to compensate for specific disabilities.

Unit 6  
The Child Care Facility

1. Age Appropriate - suitable for the age and individual needs of a child.
2. Conductive - to have the power of transmitting.
3. Large Motor Skills - the use and control of the large muscles of the back, legs, shoulders and arms.
4. Learning Center - areas of the early childhood classroom meant for certain types of play and learning.
5. Movable Equipment - large pieces of equipment that have casters wheels to be able to move furniture easily.
6. Noisy Area - an area in the classroom designed to handle loud, active exploration activities. Areas include music, woodworking, block building, dramatic play, science, and sensory.
7. Non-movable Equipment - large pieces of equipment fixed or attached to the wall or floor.
8. Physical Space - the space required to organize and to carry out functions in a room or classroom.
9. Quiet Area - an area in the classroom designed to handle quiet, less active activities. Areas include library, small manipulative play, and sleeping.
10. Resilient - the capability of easily adjusting to misfortune or change.
11. Small Motor Skills - an ability that depends on the use and control of the finer muscles of the wrist, finger, and ankles.
12. Versatile - having many uses or applications.



Unit 7  
Pre-Employment Laboratory Experience

1. Anecdotal Record - a written description that focuses on a particular incident.
2. Cultural Diversity - all the qualities people have that make them different from one another such as traditions, language, beliefs, and customs.
3. Frequency Count - a record of how many times a particular behavior or situation occurs during a specific time.
4. Laboratory - a place where theories, techniques and methods are tested or demonstrated.
5. Objective Observation - using facts displayed, not personal feelings or prejudices, to describe things.
6. Observation - an act of recognizing and recording behavior.
7. Proficiency - exhibiting expert skill in an area of study.
8. Responsibility - an obligation or duty for which a person is held accountable.
9. Running Record - a sequential record created by an observer of anything that happens during a specific period of time.
10. Subjective Observation - using personal opinions and feelings, rather than facts displayed, to judge or describe things.

## Unit 8

### Employability Skills

1. Applicant - someone who applies for a job.
2. Aptitudes - the natural talents or capacities to do something.
3. Basic Skills - fundamental abilities. Skills that an employee must acquire in order to competently perform in a particular occupation, craft, or trade.
4. Benefits - a payment or service provided from a place of employment such as an annuity, pension plan, or insurance policy.
5. Career - an occupation to which you have made a long term commitment.
6. Employee - a person working for someone else and receives wages or salary.
7. Employer - someone who hires another person or maintains personnel in a business.
8. Employment - the act of working. Having been hired to serve in an official work capacity.
9. Employment Security Division- an agency that matches job hunters with available jobs.
10. Fringe Benefits - forms of reward for employment beyond salary, including health insurance, vacation and holiday time, and retirement plans.
11. Interview - a get acquainted meeting between an employer and a job applicant. The method most widely used by employers to assess an applicant's qualifications.
12. Job Application - a form in which you supply information about yourself that will help an employer make a hiring decision
13. Job Description - the expectations and duties of a specific occupation.
14. Letter of Application - a letter requesting an interview for a job.
15. On the job Training - appropriate for teaching skills that are easily shown and practiced; allows employees to demonstrate skills and reinforce what they have been taught.
16. Payroll Deductions - amounts of money authorized to be automatically subtracted from your income every pay period.
17. References - people who know an applicant well and can provide information about that person his or her character, work ability, or academic standing; needed for job application forms.

- 18. Resume - a summary of your qualifications for a job.
- 19. Salary - money earned on a fixed basis, usually by people in management and professional positions.
- 20. Skills - a learned power of doing a thing competently in a particular occupation, craft, or trade.
- 21. Transcript - a document showing past educational history, extracurricular activities, absences, and health record.
- 22. Work Experience - previous employment and positions held. A resume section that contains a brief description of previous job duties.